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ABSTRACT

This document presents a model for preschool-primary teacher education. The first part indicates the rationale for the development and evaluation of teacher education programs emphasizing recruitment and selection procedures, program expectations, and teacher needs. The second part presents program content in relation to certification and determination of content. Finally the training process and program evaluation are discussed in relation to the development and evaluation sequence proposed and assigned to the psycho-social model of teacher education. The model chart and a 24-item bibliography are included. (MJM)

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A Model for Preschool-Primary Teacher Education

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It can be shown that as the needs of society have changed, the changes have been reflected first in school curricula, then in expectations for teacher performance, and last, in teacher preparation procedures. The relationship in time between need and response has shown an increasing lag so that at present, the deficit between social need and teacher preparation is enormous. There is a marked inability of training institutions to prepare teachers who are able to respond to those dissatisfied with society and its institutions. Social unrest in schools is now the order of the day.

Part of the reason for the inability of teachers to respond to the varying demands is found in the traditions of the common school; part of the reason is located in the institutions that prepare teachers. Both organizations have intentions of encouraging innovative and responsive teaching, but their lack of understanding the process through which teachers become innovative and responsive precludes any effective attempts of their doing something about it.

This paper will offer a rationale for the development and evaluation of teacher preparation programs. It will suggest that sufficient information is now available about teacher's tasks and the process of training teachers to warrant drastic changes in teacher education. It will also spell out steps necessary for modification and development of new programs that can demonstrate a difference in the teaching behavior of their graduates.

Institutions socialize their students into the existing educational milieu by selecting those students likely to accept existing procedures

as they prepare for the way schools are thought to operate and for what the teaching task is thought to be.[1] In the common schools this prior socialization gives way to increased teacher turn-over[2] and teachers with a decreasing ability to deal with reality,[3,4] If, as Lortie points out, teachers teach as they have been taught, it's time to teach them differently.[5]

This is a call for a new flexibility in teacher training.[6] And there is increased evidence to support the need for flexibility in program content and process as well as rationale providing support and guidelines for its development. Flexibility means that the experiences provided by a program reflect both the goals of the institutions and prospective teachers and develop in part in response to their ability and concerns. Static requirements of content based on assumptions of what the task of teaching is and what prospective teachers need do not allow an awareness of the job of the teacher in the classroom of a contemporary school.[7] The teacher is expected to be responsive to the needs of his students, to involve them in the planning of their curriculum and in its evaluation. He is expected to have the skills appropriate to this task. Such skills can best be acquired by direct experience in his own preparation. This means a training program must be able to facilitate the acquisition of teaching skills by students with varying abilities. Flexibility must begin with recruitment and the selection of prospective teachers, encompass new and realistic program experiences, and involve in its planning and evaluation faculty, prospective students, teacher graduates, and the ultimate consumer--parents and children in the common schools and in the preschools.

Recruitment and Selection

A prospective teacher probably selects his training institution on the basis of geographic proximity, admissibility, costs, and type of program available. The order of individual priorities may vary but certainly all factors will be considered. The availability of information about the first three criteria may be quickly determined; the question of the type of program may not be answered except in the most general sense.

Information about the content and process of a program comes from several main sources: there are catalogues, former graduates counseling services, and college recruiters. When the information available suggests a unity of goals of the training institution and those of the student, application and admission may follow. However, there is the consideration that the information about program content and particularly about process may not be clear even to those experienced in the field. In a study of 44 teacher training program descriptions, many requests for additional information of requirements for certification were needed and even then a comparison of descriptions of program content and process by readers and program directors yielded substantial differences.[8] The selection of institutions by students who use insufficient information as the basis for their choice leads to an inadequate method of matching students and institutions.

On the other hand, enough is now known about differences among students in different teacher education majors so that institutions ought to take the presence of differences into account and actively seek students whose goals, interests, and needs appear to match the expectations

and structure of the institution.[9] The matching of student to program might minimize the frustrations, anxieties, and conflicts now being manifested by prospective teachers and training institutions.

Program Expectations

To realize a satisfactory matching procedure between students and institutions would require institutions to specify their goals in terms of their behavioral expectations of students and how these expectations may change as students move through the program. Procedures would be used to identify and clarify student expectations of the program. For example, if a program professes to prepare teachers for urban ghetto schools and yet has no resources for teaching in "black" schools, the program should make this clear to students before they enter otherwise students will expect appropriate experiences to be provided. Apologies for what may appear to be misrepresentation does little for positive relations between students and program staff.

Procedures for conveyance of institutional expectations after admission are generally inadequate. In 44 teacher preparation programs sampled as part of a study, all used "specificity of courses" as their main way of informing students of program expectations. This was supplemented with written statements of program goals and the use of faculty advisors.[10] Such provisions are inadequate. There should be provisions for formal and informal sharing of information among disciplines in the program, and with those affecting the implementation of the program. Personnel from cooperating schools, from program graduates' placement schools, and representatives of the communities of those schools should also share their expectations of all those involved in the implementation

of the program so that frustrations arising from misperceptions may be minimized.

Once the various sets of expectations for students are identified they should be communicated to prospective students in a variety of ways so that students can compare their goals with those implied by the institutions and make a rational decision for applying (institutions can also compare student and institution goals). For example, in a meeting of interested students, representatives of the various parts of the program can describe some desired outcomes in student behavior and the facilitating experiences provided. Students may be invited to "sample" some of the experiences as a further step in claryifying institutional expectations.

Teacher Needs

The success of any training program is determined by the behavior of its graduates in classrooms. And yet the program experiences that are supposed to affect and/or effect particular teacher behavior are based upon certain assumptions about the "type" of teacher personality that will facilitate the development of certain teaching behaviors. Seldom are these assumptions made explicit (i.e. a "secure" person can allow a free-wheeling classroom discussion) and questioned although some productive research in this area is available.[11]

Teacher personality is defined here to include ability, attitudes, and values (all categorized as needs). In suggesting how a program might provide experiences that utilize and build upon these needs, it is necessary to understand how they may be identified, described and measured.

Identification of personal characteristics is difficult, of course. An extensive review of research in the study of teacher personality,

Getzels and Jackson identified a variety of techniques and instruments used in various studies to identify and measure personality characteristics. But they conclude:

> Despite the critical importance of the problem and a half-century of prodigious research efforts, very little is known for certain about the nature and measurement of teacher personality, or about the relation between teacher personality and teaching effectiveness.[12]

In addition to the use of instruments with which to identify and measure needs, situations may be provided in which abilities, attitudes, and values may be demonstrated and measured. The use of protocol materials to train for specific skills offers an unexplored potential. Among them micro-teaching is a technique widely used because of its provision for teaching, supervision and feed-back in a protected, deliberately structured setting. It allows students to discover and develop skills as well as to identify concerns they may have about teaching. Experienced observers may identify needs which have implications for follow-up experiences of individual students. A course in speech or additional knowledge of subject matter may be recommended. Deficits found in a number of students may form the basis for new group experiences.

Field experiences such as classroom observations, tutoring, internships, practice teaching, or work with social agencies and community organizations may offer opportunities for identification and assessment of student needs. Abilities demonstrated in task performance and attitudes and values highlighted through experiences in various contexts, may provide information useful in the development of program experiences.

The exhaustive study of teacher characteristics by Ryans in 1960 identified and analyzed some attitudes and intellectual and emotional qualities that characterize teachers. He was able to identify patterns of

teacher behavior and to relate these to attitudes, emotional stability, sex, grade level, and subject area. Geographic location and socio-economic levels of the community seemed to affect the relationship among characteristics.[13] His findings suggest that certain characteristics (needs) of prospective teachers can be identified, but it remains for the institution to identify the characteristics of its students, then to determine either the experiences to be provided particular students with certain characteristics or the "type" of student that can best take advantage of the experiences available. For example, should black male students be encouraged to engage in activities in "black" ghetto schools? If the institutional goal is to provide black male teachers as models for black children, the answer may be positive. On the other hand, if the goal is to train competent teachers regardless of race, the answer may be negative.

Because the various teacher personality characteristics vary in their relationship to what is commonly associated with "good" teaching, it remains for each training institution in cooperation with the communities in which its graduates are likely to serve, to identify skills and desirable behaviors of teachers. It can then examine the relationship of certain characteristics of <u>its</u> students to specific criterion measures in particular teaching situations, and thus obtain measures that may predict "success" in <u>its</u> program. For example, the ability to speak Spanish and to know and be known to teenagers in a local community, may be associated with successful teaching in that community. Thus "Spanish" might be offered in the program, and students with an ability to learn Spanish are encouraged to participate and work with community agencies.

As a program should explicate what it expects of students, it is necessary to a program for its students to be able to articulate their needs so that a program could provide experiences that would satisfy them. Unfortunately, the ability, attitudes, and values (needs) of students are not easily determined by either students or a program. When attempts for their determination have been made in the past, they were consistently related to general or global concepts of "effectiveness" or "good teaching."[14] It remains for each program to identify student needs and relate them to those criterion measures the program and student deems appropriate.

The process of identifying student needs should involve all those participating in every phase of teacher training.

1. Recruiters will know the population from which students have come in the past or from which future students should come, and they may be able to identify a range of preliminary characteristics associated with prospective students.
2. Faculty members who teach the professional and general education courses will know something of student ability to deal with concepts of school and classroom structure and their ways of organizing learning experiences across the various disciplines.
3. Those on the staff responsible for field experiences should be able to identify characteristics of students exhibited in the field as they observe, tutor, or practice teach.
4. Representatives of school systems that receive or are likely to receive graduates should be able to describe some apparent student needs in relation to facilitating children's

learning, development of curricula, administrative organization, participation in teacher organizations, and meeting with parent groups.

5. Finally, students representing each of the various roles or stages in the process of teacher preparation should be included. They may contribute during various experiences feelings of calm and anxiety, satisfaction and frustration, and success and failure.

However, for all participants the main question is whether or not the instruments and techniques selected will provide data with which to develop program experiences.

PROGRAM CONTENT

Certification

It is no longer acceptable for teacher education programs to require their prospective teachers to participate in activities and courses whose content has been relatively unchanged for 40 years because enough is known about teaching and training to do something about it. Some course names have been changed, more alternatives are available to students, but over-all conceptions of program content is appropriate to the ways schools and children were thought to operate many years ago. Certification requirements for teachers and accreditation requirements for institutions have reflected an obsolete vision of the nature of teaching. Now even these are changing so that institutions can no longer use "requirements" as an excuse for lack of change.

> ...three broad probable developments are in the offing: (1) a predictable drastic overhaul of

> past campus routines and procedures, including student-teaching reforms: (2) a drastic shift of preparation programs to city school systems; and (3) an increasing reliance upon the strengthening of state procedures for teacher education-certification-accreditation.[15]

The third development, an approved program approach, is allowing institutions greater autonomy than before in determining and changing the content of their programs. In this procedure, a program in an institution is approved for certifying teachers by an accrediting agency. Thereafter, graduates of that program are certified to teach regardless of each student's curriculum within that program. Individualized experiences for prospective teachers within the context of a larger training program are now possible.

Determination of Content

The nature of the content of teacher training curricula is as important as the process through which it develops. Each program, its students, and the common schools must determine those experiences that make a difference in how a teacher behaves in a classroom. The decision to include in the curriculum "methods of teaching reading," for example, must be based on evidence that its inclusion or exclusion makes a difference in behavior, if not in the attitudes or values of the student. Such evidence is difficult to obtain but well worth the effort.[16] There is evidence that clearly supports the need for experiences in the training process that produce a demonstratable difference. As a starting point, the institution should use the information of student needs as well as those of the common schools in developing its content, so that its appropriateness will be real and immediate.

A number of preparation programs utilize a procedure for determining

their content that can be characterized as a pooling of institutional knowledge and student concerns. In these programs, institutions offer experiences whose completion has been found in the past to meet any needs of the common school. Students may select from among these experiences and requests others as they proceed through the teacher training program. Should the resources of the institution be inadequate to the requests of students, alternative arrangements are made with other facilities.

This approach to the determination of content allows both institution and student the opportunity to advance their views of what teacher preparation should be all about. To the extent that the institution maintains the involvement of common school personnel, the experiences provided will reflect current realities of the classroom.

TRAINING PROCESS

Earlier in this paper the process of selecting and recruiting prospective teachers was introduced to highlight the haphazard way in which students and programs came together. We may also question the procedures that determine the selection, sequence, and duration of experiences, and the avenues utilized for program evaluation and change. Many programs designate for the prospective teacher a specific number, type, sequence, and duration of experiences. Even when flexibility is indicated, it is in terms of limited alternatives. For example, teachers might take a "methods" course while practice teaching if the teaching is performed at the end of the senior year. In this case it should be possible for some students to engage in practice teaching type experiences while in the student role (at the beginning of their academic career) and to determine from that initial classroom experience whether or not they wish to study a particular content

area and methods of teaching it. Flexibility should be based on the ability of the institutions' resources to provide for variation in experiences within and among the various identifiable stages through which the prospective teacher passes.

Program expectations interacting with individual idiosyncracies for each of the stages of a prospective teacher influence a range of teacher behaviors. The nature of these behaviors may be evidence of the desirability of a prospective teacher to engage in a particular activity. For example, a fourth year student who wants to practice teach but who demonstrates a lack of competence in working with young children should be delayed in his practice teaching until such time as remedial measures can either insure his success or supply evidence for redirecting his professional career. Certification of an incompetent teacher or failing one who needs additional work is of no help to the teaching profession or to the individual.

Why should students be required to complete a specified number and type of courses? It should be possible for a student to demonstrate competence sufficient to satisfy the objectives with fewer or different experiences and in less than the prescribed time. Students may be ready to teach after only several years because of their natural ability or through related experiences (camp counseling, for example). Certification should be awarded when the institution and the student agree that their mutual and individual goals have been achieved.

To achieve the state of affairs in which certification represents the achievement of certain competencies and the acquisition of specified skills will require institutions to identify competencies and skills in relation to goals. Ideally, criteria for the measurement of tasks and

skills would be established by all three groups concerned: training institution, students, and the common schools. Public knowledge of the criteria together with procedures for their development and change should facilitate implementation and acceptance.

Program Evaluation

Any evaluation of program effectiveness must be in terms of its product, the teacher. When the question of how the performance of prospective teacher is evaluated was put to a number of teacher training programs, their responses indicated that evaluation is primarily of student performance in the courses offered. The process most frequently used was that of grades and descriptive observations. Self-evaluation by students was used in less than one-half of the cases.[17]

A similar question asked the same programs for the criterion measures of program effectiveness. Here the content was mainly achievement of program goals and the process was by informal reports of school personnel.

The inescapable conclusion is that in these programs the completion of prescribed courses by students is evidence of achievement of program goals. There was no indication that student goals are met through either the use of content or process. One can begin to understand how dissatisfaction with teacher preparation expressed by teachers and parents has made little impact on teacher training programs when programs are certain they are already responding to concerns of others.

Early attempts at program evaluation have used surveys of practices[18] and recommendations for change based on a particular philosophy of American public education.[19] Individual program evaluations were reported in the 1950s and raised such pointed questions as whether the specialized training

received by education students resulted in observable change in their attitudes and skills.[20] More recently, evaluation has been directed to an examination of relationships between parts of programs and characteristics of students.[21] Frequently, these have been in the form of research studies, not program evaluation per se.

Total program evaluation has been slow in developing.[22] Recent guidelines for developing model program proposals have required specific total program evaluation procedures.[23] In the main, these model elementary teacher programs have identified as important inclusion of statements of goals, specification of teacher behavior for each objective, and the specification of criterion measures for the achievement of program goals. If we add to these specifications procedures for developing program experiences, feedback to all program personnel of the context and nature of goal achievement, and procedures for modification of goals and criterion measures, we then have the major elements of total program evaluation.

In the evaluation of any program, expectations that are held by an institution for each teacher are expressed primarily in the form of program experiences. These experiences are evaluated by prospective teachers as they participate in program experiences in terms of <u>perception</u> of the expectations that is based in turn on their goals, abilities, attitudes, and values (needs). The result of the interaction of program expectations and individual needs is behavior of the prospective teacher <u>and</u> behavior of program personnel. Invariably, the behavior of each will affect the nature of the experiences available by forcing a reconsideration of its appropriateness to both institutional expectations and individual perceptions. Teacher behavior will also affect institutional and individual goals by providing a comparison of the reality with the ideal; for example, all

teachers cannot demonstrate a sense of humor.

If the events affecting evaluation of goals and experiences occur somewhat as described above, then it is possible for a training institution to evaluate itself at any given point on its program continuum. Extending the concept of teacher education to include training with beginning and experienced teachers allows evaluation at many different points in time to be considered simultaneously for any procedure or experience. Discovering that beginning teachers who had student teaching in an inner-city school are not more successful in their placement than those with other student teaching experiences may suggest a changing variety of experiences for the pre-service teacher. Thus total program evaluation allows modification of experiences and expectations of teacher behavior.

Program Development and Evaluation Sequence

1. Specification of short and long-term programs goals should be explicitly stated in behavioral terms (expectations) for teachers, children, and program personnel. They should be expressed as desirable outcomes or competencies so that measures of their achievement may be applied to the goals.
2. Parallel to the explication of program goals is the identification of a population of prospective teachers whose apparent goals intersect those of the training institution. Information of those students needs (abilities and values) should be obtained that appear to relate to program expectations. In the recruitment of students, the relationships between these elements can be examined for apparent compatability.

3. The selection and admission of students should be based on congruity of program expectations to individual needs centering on the kinds of program experiences that are to be provided. At this point there shoudl be an interchange between program personnel and prospective teachers concerning the experiences contemplated, provided, and desired. Data from students should be acquired early so that prompt decisions determining experiences can be made.
4. Program experiences should be implemented and evaluated in terms of student and faculty behavior related to achievement of mutual and exclusive goals. Students and all personnel involved should participate in the evaluation. Results of these evaluations should be used to reexamine program experiences and their appropriateness to the achievement of specified goals. In some instances, the goals themselves may be reexamined for their achievability considering the resources available.

-A PSYCHO-SOCIAL MODEL OF TEACHER EDUCATION

The sequence of events described above can be assigned, with slight modification, to each of the four teacher roles identified in a psycho-social model of teacher education (see Fig. 1).[24] The notion of recruitment, selection, and admission as applied to the roles of student and pre-service teacher is referring to the readiness of students to meet program expectations for each role. In the student role, the prospective teacher is expected to acquire the content of school curricula. Success in its acquisition is typically followed by student teaching experiences. Development and implementation of experiences for the pre-service teacher includes a cooperating school and teacher as an additional source of expectations.

How these additional expectations are perceived by the pre-service teacher (Role 2) and how they are reflected in the experiences provided, will affect the behavior of the prospective teacher as well as that of program and school personnel. These new data on behavior and the experiences producing them may be used as the basis for reexamination of the experiences and goals of Role 2 in addition to the earlier experiences, behaviors, and goals of Role 1, the student role.

In one sense, the process occurring within each role may be regarded as a cycle that repeats itself with the inclusion of additional elements as the teacher moves through the various roles. In Role 3, the beginning teacher role, the decision for school placement is critical. Again the questions of recruitment, selection, and placement (assignment) are raised. The new expectations to be considered in addition to the remnants of those presented previously come from the common school with its teacher peer groups, classrooms of children, parent groups, and community organizations. The perception of these various expectations by the beginning teacher will be influenced in part by his needs at the time and by his previous experiences. Once an assignment to a school is made, the experiences that evolve will reflect the interplay between teacher and school. Any evaluation at this point must relate the behavior of the teacher to the goals of the school and the teacher. At the same time, there should be a consideration of how the experiences occurring facilitate the achievement of those goals. Applying the results of this evaluation to earlier procedures may suggest future modification of procedures and experiences in the pre-service and student roles in the college.

One of the ways of differentiating a beginning teacher from an

experienced teacher is by the legal assignment of tenure. The separation of these roles in the model is more in degree of competence in meeting institutional and personal goals by exhibited behavior than by legal statute. By definition, the experienced teacher in Role 4 is able to provide or influence school centered experiences in ways that maximize the achievement of institutional and personal goals. His perception of the expectations of the many aspects of the school, past and present, are probably accurate. His goals and theirs are close to each other and the experiences that occur should facilitate goal achievement. The institution and the individual should move towards increased satisfactory teacher and pupil behavior.

The preparation of teachers who are able to respond to the various demands made upon them by new curriculum developments on one hand and demands by children, community groups, and professional organizations on the other, requires experiences different from any in the past. It requires programs with faculty that know and teach in classrooms and know what turns children on and parents off. And it requires the use of a process in training that will allow the program and a prospective teacher together to explore, identify and match student ability to teaching task and generate appropriate experiences that will enable the student to achieve the necessary competencies.

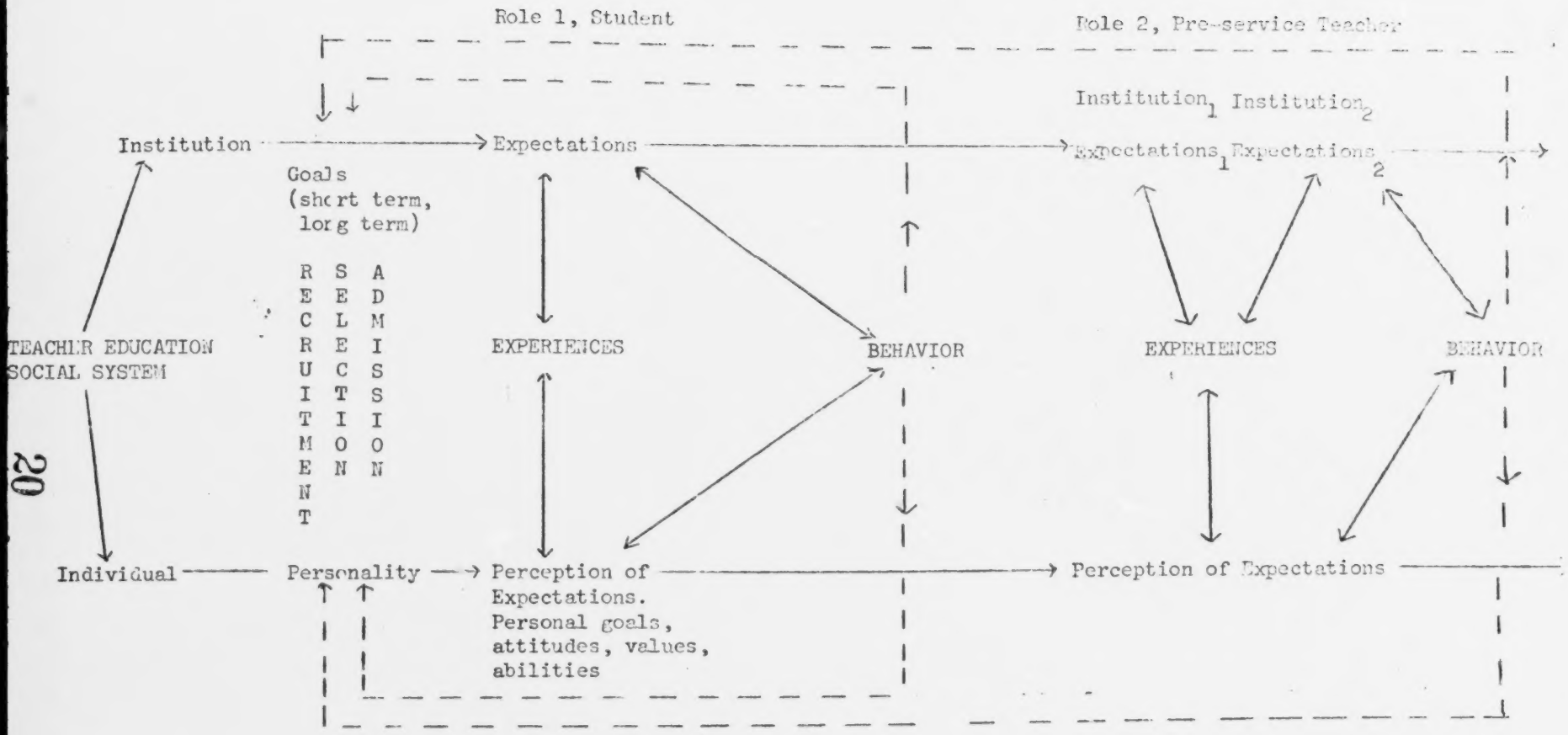

Figure 1

A Psycho-social model of teacher education showing the sequence and relationship among program elements.

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